



NeMTSS FRAMEWORK



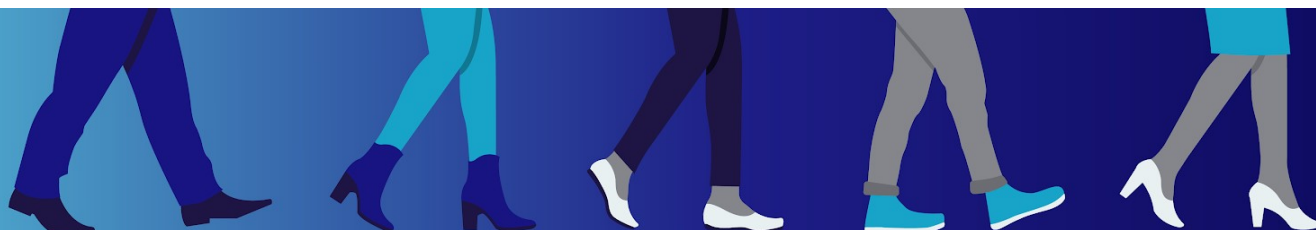
Nebraska Department of Education Mission

To lead and support the preparation of all Nebraskans for learning, earning, and living.

NeMTSS Newsletter

The purpose of this NeMTSS newsletter is to keep all Nebraska Educators and Stakeholders informed of the work and progress of identified development teams and alignment efforts related to Multi-Tiered Systems of Support in Nebraska.

2020 NeMTSS Summit SAVE THE DATE!



Moving Forward Together

2020 NeMTSS Summit



September 21-23, 2020

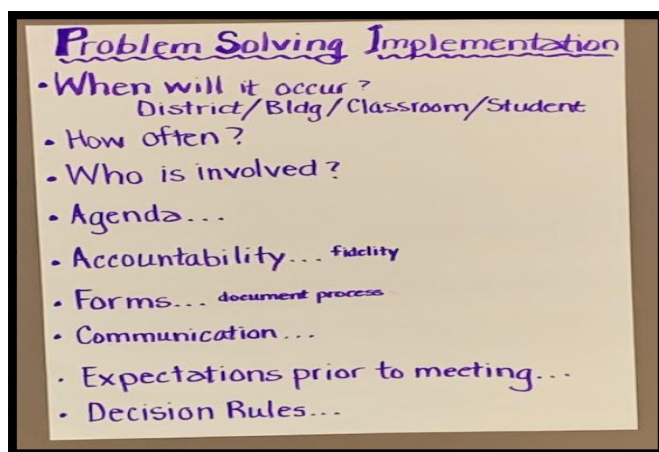
Younes Conference Center | Kearney, NE

New Resources are now available on the NeMTSS Website (<http://nemtss.unl.edu>). The **NeMTSS Funding** and **NeMTSS SLD Verification Q and A** documents are available for download on page 79 of the **Framework Document**. The NeMTSS Framework Document can be found on the landing page of the NeMTSS website.

Special Topic: MTSS in Secondary Settings

Multi-tiered systems of support have the same fundamental goals that span across age and grade levels. What are those goals? To provide early and powerful academic and behavioral core instruction, implement high-quality interventions of increasing intensity matched to specific student needs, and subsequently improve learning for ALL students. In education, we tend to avoid conversations about MTSS in Middle and High School settings because we think they are too fundamentally different from Early Childhood and Elementary settings to even know where to begin building and implementing the system! This is fixed mindset thinking...we know a deeply implemented problem solving process combined with the right evidence-based tools and resources to "do the work" is at the heart of MTSS...and these elements are very much alive and well in our Secondary settings. In fact, many of our Nebraska schools are already engaging in these practices. It is a matter of aligning practices within a larger system--a multi-tiered system of supports.

What mechanism exists in your Secondary buildings to review data and engage in a productive problem solving process? Chances are, you are already reviewing attendance data, number of credits earned, discipline referrals, and individual student grades. Do you do this within a Professional Learning Community (PLC) or other meeting structure? Can you answer the following questions in regard to your existing teams:



If you don't have a systematic way to review data and engage in problem solving, your NeMTSS Regional Lead can support you by

collaborating with you and your ESU to analyze your unique needs and connect you with System training. For more information regarding problem solving at the Secondary level, please see <http://rtinetwork.org/learn/rti-in-secondary-schools/579>. The May 2019 Educational Leadership publication from ASCD is dedicated to meeting the needs of teens in schools (www.ascd.org). There is a persistent message that problem solving teams need to consider student engagement. Do you regularly gather student perceptual data regarding engagement? Providing ALL students access to engaging learning environments and activities is a key factor in improving student outcomes (<https://tntp.org/publications/view/student-experiences/the-opportunity-myth>). Consider adding this valuable perceptual data to your balanced assessment system. One example of a (free) engagement survey can be found at <https://tntp.org/student-experience-toolkit/view/student-engagement-survey>.

Here's a radical idea related to problem solving proposed by Eric Hardie in the ASCD publication (2019): Invite students to participate in your data review and analysis. "Students are the only ones who really understand their experiences at school, and the ways that those experiences affect them, both positively and negatively" (p. 23). What opportunities do students currently have at your school to voice their opinions for change? Increasing student voice in your problem solving and continuous improvement process can have a tremendous impact on overall climate, potentially decrease student anxiety and depression, and increase student engagement (Hardie, 2019).

In closing, Cathy Vatterott (ASCD 2019) states "That message [let kids be kids] seems to disappear when students reach middle or high school even though those students have developmental needs too. What about letting teens be teens? Teens after all are becoming. They form their identities, values, and views of the world. They need a balance of intellectual, emotional, and dare I say, spiritual experiences to help them grow into happy and well-adjusted adults, not just to prepare them to be college students" (p.14).

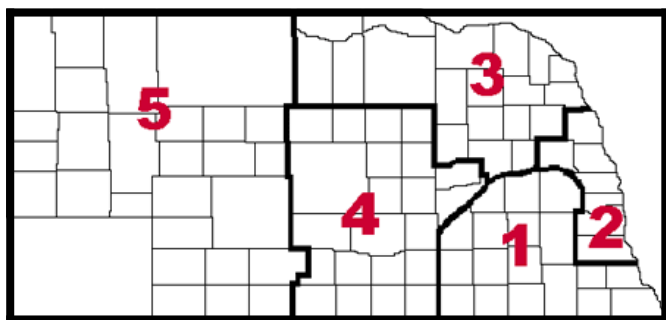
We owe it to our teens to create deeply implemented systems of support that allow ALL of them to access quality, engaging, rigorous learning opportunities within our schools. Many of you already have a foundation in place...when you adopt the commitment to make deeply implemented problem solving “the way you do business,” you will allow a sustainable environment where “ALL students can learn” to flourish.

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NeMTSS Team Update

The NeMTSS Team has been busy building relationships with Nebraska ESUs and School Districts. It is a privilege to collaborate with educators across the state! During the months of October, November, and December, there have been 18 System Training days and 17 customized support meetings/trainings in districts and ESUs across Nebraska. As a reminder, the Regional Leads are as follows:

Lindsee Fryatt (lfryatt2@unl.edu), Regions 1 & 2
Kristy Feden (kfedden@esu3.org), Regions 1 & 2
Mary Jo McElhose (mjmcelhose@gmail.com), Region 3
Claudine Kennicutt (ckennicutt@esu10.org), Region 4
George Toman (gtoman@esu13.org), Region 5



NeMTSS Upcoming Events

Please visit the official NeMTSS calendar for training opportunities that may be held within your region (<http://nemtss.unl.edu/events-calendar/>). Please consider joining these professional development opportunities.

You will find the appropriate contact person when you click on the event details. Feel free to reach out to them directly if you have questions about the event!

Additional Professional Learning Opportunities:

Nebraska State Literacy Association Conference Kearney (February 20-21, 2020) www.nereads.org

Nebraska School Mental Health Conference Omaha (June 4-5, 2020) [NE School Mental Health Conference](http://NESchoolMentalHealthConference.org)

Professional Learning Communities at Work Institute Omaha (July 20-22, 2020) ([PLC At Work Institute](http://PLCAtWorkInstitute.org))

MTSS is defined as an instructional system based on the concept that ALL students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity.

NeMTSS Builders Group

Higher Education Update:

The NeMTSS Team is continuously making connections with departments of higher education in an effort to collaborate and share information regarding NeMTSS with educator, administrator, and specialist preparation programs.

More information coming soon!



NeMTSS Builders' Group Update

The NeMTSS Builders' Group met December 3, 2019 to continue working toward established Priorities for 2019-2020. Those Priorities are as follows:

- From Awareness to Implementation: Build out Regional Support and consistency of training
- Meet capacity for highly qualified trainers in specific interventions and ensure state-wide access
- Beyond Systems Training: Module Development for deep implementation:
 - Reading/English Language Arts (ELA)
 - Mathematics
 - Social Emotional Learning (SEL)/Behavior
 - Early Childhood and Culturally Responsive embedded throughout all modules
- Refinement of Tiered Regional Support Model: Who gets what, when?
- Continued commitment from Stakeholders for building out equitable MTSS supports
- NeMTSS Program Evaluation

The Builders' Group listened to presentations from the SEL and ELA module build-out teams (NeMTSS Regional Leads) and provided feedback regarding proposed content and resources. Development of modules will be completed based on feedback and guidance from the Builders' Group.

